

Phoenix Preparatory Academy

ARIZONA SCHOOL REPORT CARD 2003-04

735 E. Fillmore Street, Phoenix, AZ 85006

Phoenix Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary
Achievement Profile *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Not Met

School Improvement
Status***

Year 2

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. William A. Bean
Schedule : 7:00 AM to 4:00 PM
Grades : 7-8
2003 Enrollment : 1141
Web Address : www.phxelem.k12.az.us
Phone Number : (602) 257-4843
Fax Number : (602) 257-4852
E-mail : willie_bean@phxelem.k12.az.us

Mission

We prepare/inspire students to become responsible citizens. School climate is positive with the assistance of school uniforms and school resource officers. Our instructional curriculum is aligned with the AZ Standards and PESD# Goals and Objectives.

School / Academic Goals

Ü Overall test scores at the seventh and eighth grades will show a five percentile points growth on the Stanford 9 and Aprenda.

Ü 75% of all students at each grade level who have been enrolled at the school for 8 months will master 75% of the skills on the district assessment for reading, writing and math.

Instructional Programs

Ü Gifted/Advanced Teams
Ü Language Support (ESL/Bilingual)
Ü On-site Special Education
Ü Technology Education

Enrollment

October 1, 2002 School Year Student Enrollment : 1131
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 75

Calendar Information

Number of Instruction Days : 179
Average Daily Instruction Time : 7 hours 0 minutes
First Day of School : 8/4/2003
Last Day of School : 6/11/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition	Council Duties
1 School Administrator(s)	Ü Strategic Planning
1 Non-certified Employee(s)	Ü School Growth
4 Teacher(s)	Ü Parent Involvement
4 Parent(s)	Ü Community Outreach
1 Community Member(s)	Ü Communication
2 Student(s)	Ü Advisory Board

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	4.00	Teacher	74.00
Other Professional Staff	9.00	Teacher Aide	17.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	2	0	0
4 to 6 years	12	7	0	0
7 to 9 years	8	4	0	0
10 or more years	13	14	1	0

Shared Responsibilities

School

We create the conditions for students' success, and we believe each student can be successful. We follow the district and state curriculum guidelines. We communicate regularly with parents. We maintain a safe, supportive learning environment.

Parents

Parents are responsible for meeting the basic needs of their children. Parents are responsible for being active partners with us in educating their children. The Prep expects parents to attend parent/teacher conferences.

Resources Available at School Site

Special Facilities

- Ü Auditorium
- Ü Gym/Fine Arts Building

Extracurricular Activities

- Ü Student Government
- Ü Athletics/Cheerleading
- Ü Special Interest Clubs
- Ü Tutoring - HAAT

Social Services

- Ü Boys & Girls Club
- Ü Phoenix CARE Program, Salvation Army
- Ü Afterschool Tutoring
- Ü Parenting Classes/ASU Bridges Program

Transportation Policy

Phoenix Preparatory Academy students are served by the transportation department of the Phoenix Elementary School District #1. Transportation is a privilege and students are expected to behave accordingly.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü 75% of our students made measurable progress based on the PESD #1 Criterion Reference Test. Stanford Math scores improved by 5 percentile points. Modifications were made in Accelerated Reader and Math Programs to maximize students' time on task.
- ü We increased the number of students who tested out of advanced math classes in high school. Established advanced courses in Math, Reading and Language Arts. 140-advance math in PESD. 22-PPA students surpassed the High School entrance exam.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü District Speech Contest	2002
ü National Board Certification Applicant	1999
ü National Science Teachers--Presenters	1999

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	93	95	94	96
Transfers Out ³	27	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	15	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 6-7	65	64
Grades 7-8	79	84

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	461	658	71167	109	111	99	433	449	463	63	51	38	31	32	41	5	13	14	1	4	7
All Students (Prior Year)	511	669	66213	NA	NA	NA	427	440	459	66	54	39	31	38	40	2	6	14	1	3	7
Female	238	351	34825	107	110	99	435	449	462	61	50	38	34	34	42	4	12	14	1	4	6
Male	222	306	36047	110	112	99	432	449	464	65	52	38	27	29	39	7	14	15	1	5	8
African American	32	43	3225	89	93	95	427	433	441	67	63	57	29	31	34	4	6	6	0	0	2
Hispanic	388	545	23643	110	113	97	434	448	445	61	50	53	33	32	37	5	14	8	1	4	2
Asian/Pacific Islander	NC	NC	1503	NC	NC	100	NC	NC	493	NC	NC	18	NC	NC	40	NC	NC	23	NC	NC	19
American Indian/Alaskan Native	13	21	5161	72	81	103	419	433	435	82	74	63	18	21	30	0	5	5	0	0	2
White	NC	23	35245	NC	85	95	NC	503	476	NC	15	26	NC	40	45	NC	20	19	NC	25	10
Students with Disabilities	56	67	8095	175	156	104	394	394	426	100	100	69	0	0	25	0	0	5	0	0	1
Students without Disabilities	405	591	63072	104	108	99	433	449	464	63	51	37	31	32	41	5	13	15	1	4	7
Limited English Proficient Students	215	270	10317	105	108	111	432	429	426	59	65	72	39	26	25	2	7	2	0	1	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	461	520	17057				433	447	440	63	53	58	31	31	34	5	13	6	1	3	2
Non-Economically Disadvantaged	--	138	54110				--	454	468	--	46	33	--	34	43	--	14	16	--	6	8

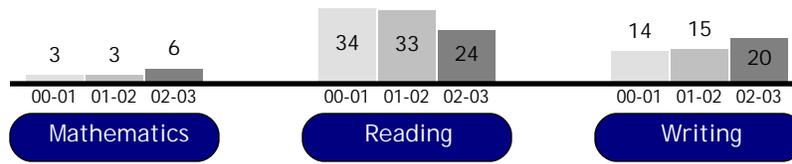
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	465	662	71100	110	112	99	471	483	502	53	42	25	23	22	21	21	29	40	3	8	15
All Students (Prior Year)	504	663	66144	NA	NA	NA	481	488	504	39	34	24	28	25	20	30	34	40	3	7	16
Female	239	353	34801	108	111	99	476	487	505	47	38	21	24	22	22	27	32	42	2	8	15
Male	225	308	36010	112	113	99	465	476	499	60	47	28	21	21	20	14	24	38	5	7	14
African American	33	44	3219	92	96	95	472	480	486	48	39	38	28	27	24	20	27	31	4	6	7
Hispanic	389	545	23630	110	113	96	471	480	485	54	44	37	22	21	25	21	29	32	3	6	6
Asian/Pacific Islander	NC	NC	1509	NC	NC	100	NC	NC	522	NC	NC	12	NC	NC	14	NC	NC	46	NC	NC	28
American Indian/Alaskan Native	14	22	5144	78	85	102	467	475	478	67	45	46	8	25	24	25	30	25	0	0	5
White	NC	23	35198	NC	85	95	NC	528	515	NC	20	15	NC	10	18	NC	35	47	NC	35	21
Students with Disabilities	55	68	8121	172	158	105	456	456	470	100	100	55	0	0	20	0	0	21	0	0	4
Students without Disabilities	410	594	62979	105	108	99	471	483	503	53	42	23	23	22	21	21	29	41	3	8	15
Limited English Proficient Students	215	272	10304	105	108	110	459	461	462	63	65	63	22	21	23	15	13	13	0	1	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	465	522	17040				471	479	483	53	45	40	23	23	25	21	27	29	3	6	6
Non-Economically Disadvantaged	--	140	54060				--	492	507	--	35	20	--	19	20	--	33	43	--	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	419	606	69001	99	103	96	463	476	490	43	33	17	37	33	37	20	33	45	0	0	1
All Students (Prior Year)	449	602	63579	NA	NA	NA	465	474	493	33	27	15	51	50	42	15	23	41	0	0	2
Female	230	338	34086	104	106	97	468	481	496	37	30	13	38	32	36	24	37	51	0	0	1
Male	189	268	34644	94	98	95	456	468	484	50	37	22	36	35	39	14	28	38	0	0	0
African American	32	43	3115	89	93	92	464	471	478	38	34	25	46	41	44	17	25	31	0	0	0
Hispanic	346	492	22656	98	102	92	462	475	476	44	34	27	36	34	43	19	32	30	0	0	0
Asian/Pacific Islander	NC	NC	1472	NC	NC	98	NC	NC	507	NC	NC	8	NC	NC	30	NC	NC	60	NC	NC	2
American Indian/Alaskan Native	13	21	4940	72	81	98	453	461	469	55	47	34	27	26	43	18	26	23	0	0	0
White	NC	23	34501	NC	85	93	NC	503	500	NC	10	10	NC	20	34	NC	70	55	NC	0	1
Students with Disabilities	50	60	7386	156	140	95	NA	NA	459	NA	NA	46	NA	NA	37	NA	NA	17	NA	NA	0
Students without Disabilities	369	546	61615	94	100	97	463	476	491	43	33	16	37	33	37	20	33	45	0	0	1
Limited English Proficient Students	187	236	9662	91	94	104	453	457	454	54	56	51	33	31	40	13	13	9	0	0	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	419	474	16383				463	473	472	43	35	30	37	33	43	20	32	26	0	0	0
Non-Economically Disadvantaged	--	132	52618				--	481	494	--	29	14	--	34	36	--	37	49	--	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	N
	Met Graduation Rate?	NA
	Made AYP?	No

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	96	33	39	53	100	21	28	48	98	24	33	51
	Language	97	31	39	55	100	22	31	51	98	26	37	54
	Mathematics	98	36	44	57	100	33	40	54	99	34	43	58
8	Reading	90	32	39	55	100	28	33	49	97	28	35	53
	Language	90	23	33	50	100	21	28	46	98	23	32	49
	Mathematics	91	33	40	57	99	37	42	54	98	43	48	58

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have a School Safety/Crisis Team that was formed 2001-02. They are scheduled to meet bi-monthly to review various issues or problems related to promoting a safe school. We currently have 2 SROs on campus and utilize the GREAT Program Curriculum.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	William Bean	(602) 257-4843
Transportation Policy	Emily Rivera	(602) 257-3800
Community Resources	Rebecca Arroyo	(602) 257-4868
School Nutrition Programs	Laura Trujillo	(602) 257-3743
Parent Organization	Becky Arroyo	(602) 257-4868
Student Health/Nurse	Diana Walker	(602) 257-4845

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards